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ABSTRACT

This document presents an annotated bibliography of research and general articles on counseling gifted students in elementary and middle schools. Eight research articles are included which examine, respectively, intelligence scores of gifted students, academic and social self-concepts, family characteristics, underachievement, peer relations, loneliness, student attitudes, and social adjustment. Seven general articles address such issues as counseling gifted adolescents, suicide and the gifted adolescent, identification, underachievement, self-concept, family roles, family problems, and acceleration of gifted students. The first part of the document is a brief "directory of articles"; the second part presents the annotations in alphabetical order by author; and the final part consists of a summary and conclusions in which the point is made that gifted students have many problems in attempting to understand and cope with their talents and that the gifted program of a school requires the guidance counselor to react to it in all domains that the guidance department has available. (NB)

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GUIDANCE AND COUNSELING OF THE ELEMENTARY AND MIDDLE SCHOOL GIFTED STUDENT

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Leadership and Institutional Analysis:
Elementary School Administration

TA4039B

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DIRECTORY OF ARTICLES

RESEARCH ARTICLES

1. Brown, S.W., & Yakimowski, M.E. (1987). Intelligence scores of gifted students on the WISC-R. Gifted Child Quarterly,31(3), 130-134.

2. Colangelo, N., Kelly, K.R., & Schrepfer, R.M. (1987). A comparison of gifted, general, and special learning needs students on academic and social self-concept. Journal of Counseling and Development, 66(2), 73-77.

3. Green, K., Fine, M., & Tollefson, N. (1988). Family systems characteristics and underachieving gifted adolescent males. Gifted Child Quarterly,32(2), 267-272.

4. Janos, P.M., Fung, H.C., & Robinson, N.M. (1985). Self-concept, self-esteem, and peer relations among gifted children who feel "different". Gifted Child Quarterly, 29(2), 78-82.

5. Kaiser, C.F., & Berndt, D.J. (1985). Predictors of loneliness in the gifted adolescent. Gifted Child Quarterly,29(2), 74-77.

6. Kerr, B., Colangelo, N., & Gaeth, J. (1988). Gifted adolescents' attitudes toward their giftedness. Gifted Child Quarterly,32(2), 245-247.

7. Loeb, R.C., & Jay, G. (1987). Self-concept in gifted children: differential impact in boys and girls. Gifted Child Quarterly,31(1), 9-14.

8. Roth, H., & Nicholson,C. (1987). Earliest school recollections as a diagnostic device for identifying gifted and talented students with social adjustment problems at school. Gifted Education International, 4(3), 163-166.

GENERAL ARTICLES

1. Buescher, T.M. (1987). Counseling gifted adolescents: a curriculum model for students, parents, and professionals. Gifted Child Quarterly,31(2), 90-94.

2. Delisle,J. (1988). Striking out: suicide and the gifted adolescent. Gifted Child Today, January/February, 1988, 41-44.

3. Fatouros, C. (1986). Early identification of gifted children is crucial ... but how should we go about it? Gifted Education International,4, 24-28.

4. Kendig, K. (1988). Underachievement and self-concept. Gifted Child Today, May/June, 1988, 7-9.

5. Marris, M. (1985). Gifted children: a family matter. Gifted International,3(1), 87-93.

6. McMann, N. & Oliver, R. (1988). Problems in families with gifted children: implications for counselors. Journal of Counseling and Development,66(6), 275-278.

7. Prevost, F.J. (1988). Are we accelerating able students out of mathematics? Middle School Journal, February, 1988, 8-10.

SUMMARY AND CONCLUSIONS

Brown, S.W., & Yakimowski, M.E. -- Intelligence scores of gifted students on the WISC-R.

Since the introduction of the Wechsler Intelligence Scale for Children-Revised (WISC-R), many studies have been conducted on the factor structure of the subtests in order to identify different cognitive patterns for special groups of children. Most of the emphasis has been in the area of special education students, specifically with learning disabled and educatable mentally retarded students. Little work has been done comparing the subscores of the WISC-R to the gifted and talented student. Yet, in the majority of school districts across the country, the WISC-R, and only that measure, is the sole decision-factor for labelling or not labelling a child as gifted.

The purpose of this research study was to investigate the hypothesis that gifted children process information in a qualitatively different manner than average children. If gifted children do process information in a manner different from average children, then patterns of subset scores on the WISC-R may prove a more effective means of identifying gifted students, than merely by an evaluation of the composite score.

The data used in the experiment was compiled by the submission of 599 WISC-R protocols from 25 school psychologists in New England and New York State. From these 599, three subgroups were created - gifted, high-IQ, and average.

By using a factor analysis system, the three groups were

viewed according to their factor loadings based on the subset data. The average group revealed the typical two-factor solutions of Verbal Ability and Perceptual Organization, as are the two main areas of the existing WISC-R. The gifted group was described in terms of four factors - Perceptual Organization, Verbal Comprehension, Acquisition of Knowledge, and Spatial Memory. Five factors were used in describing the high-IQ group - Memory, Verbal Comprehension, Perceptual Analysis and Synthesis, Visual Attention to Details, and Perceptual Ordering.

The conclusions of the experiment supported the hypothesis that there may be more to being gifted than just high scores. Both the high-IQ and gifted groups yielded factor solutions quite different from the average group. Hence, children in the high-IQ and gifted groups were much different than the average student in the way they performed on the WISC-R. This study justifies the investigation of alternative means of identifying gifted students. As evidenced in this experiment, the identification of gifted students based on subset patterns rather than overall WISC-R scores may provide a more valid measure of true giftedness.

Colangelo,N., Kelly, K.R., & Schrepfer, R.M. -- A comparison of gifted, general, and special learning needs students on academic and social self-concept.

As increased attention is being directed toward meeting the needs of gifted students, this attention is focussing on both the cognitive and noncognitive needs of gifted youngsters. Of the few studies performed in this area, none have compared the social and academic self-concepts of gifted and non-gifted students simultaneously.

The purpose of this research study was to investigate the relationship between academic ability and two domains (social and academic) of self-concept. The participants included 243 students (114 girls, 129 boys) grouped into three different categories according to their learning needs. One group constituted gifted students, the second included students with special learning needs, and the third group was defined as general students - neither identified as being gifted nor having special learning needs. All subjects were administered the School Attitude Measure (SAM), and the Tennessee Self-Concept Scale (TSCS) as measurement instruments used to collect data for the research study.

The results of the experiment indicated clear differences among students who were gifted, those who had special needs, and general students on both academic and social self-concept. However, the lower social self-concept found in gifted students was still at least as high and sometimes significantly higher

for these students, that was the social self-concept of non-gifted students. Based on this evidence, it is skeptical to stipulate that educational interventions for gifted students are needed on a group basis. As a group, the students in greatest need for improvement of self-concept are those in the special learners category. The notion of poor self-concept among gifted students is most likely an individual problem, and not characteristic of that entire population. In regards to academic self-concept, no significant correlations were found between any of the groups.

In dealing with gifted students and self-esteem, this research allows the counselor to understand the lack of need to counsel gifted students as a group to improve self-esteem, but to devote that time to those particular students experiencing problems in that area.

Green, K., Fine, M., & Tollefson, N. -- Family systems characteristics and underachieving gifted adolescent males.

During the past several years, the underachieving youngster has been a major concern of the schools. It is estimated that 15% of the gifted students in our schools are underachievers, with underachieving boys outnumbering underachieving girls by a ratio of 2:1.

Until recently, research relating to the underachieving child has studied only the child, or perhaps the child and one other person (usually a teacher or a parent). This has led to blaming the child, the school, or the parents for the cause(s) of underachievement. However, current research has been undertaken to emphasize the relationship of underachievement to overall family functioning. By viewing underachievement of the gifted child as part of the family system, the notion of "blaming" can more effectively be channelled into means of correction.

Two major questions were asked by the researchers in this study -- (1) "Is there a difference in the proportion of families of achieving and underachieving gifted that are classified as functional or dysfunctional?" (2) "Do family members .... differ in their satisfaction with the academic achievement of their adolescent family member?"

Forty-five underachieving and 45 achieving gifted male adolescents and their parents participated in the study. Four measures of family functioning were used in the study - to

measure family functionality, the Family Adaptablilty and Cohesion Evaluation Scales (FACES II); to measure family satisfaction, the Family Satisfaction Scale; to measure family environment, four subscales from the Moos Family Environment Scale; and to measure achievement satisfaction, a question was posed to the families and scored on a response scale range.

The results in regard to family functionality allowed no significant conclusions to be drawn. In the area of family satisfaction, families of underachieving gifted boys were less satisfied with their families than were the families of achieving gifted boys. In terms of family environment, fathers and mothers perceived the same level of achievement orientation within their families, but the adolescents perceived a greater degree of achievement orientation than did their parents. In regards to achievement satisfaction, families with achieving gifted students were more satisfied with the academic achievement of their child than were the families with underachieving gifted students. (one would see that as logical)

In drawing conclusions about the research, the hypothesis that underachievement might be more characteristic of families identified as functional was not supported. Hence, there are no simple explainations for the causes or characterisitcs of underachieving gifted students. However, based on some of the results of this study, it is important for school administrators and counselors to include family as well as classroom considerations when atempting to assist the underachieving gifted student. The usefullness of a family

orientation in working with underachieving gifted students is evident from this study.

Janos, P.M., Fung, H.C., & Robinson, N.M. -- Self-concept, self-esteem, and peer relations among gifted children who feel "different".

In reviewing the literature of self-esteem as it relates to the gifted child, one finds most commonly that the involvement in a special gifted program enhances that student's own self-esteem. However, gifted children have also sometimes been observed to manifest diminished self-esteem in comparison with other norms. This particular research study focused on high-IQ children who reported thinking of themselves as being different from their agemates, and on the affective consequences of having "differentness" as a part of one's self-concept.

The sample for this experiment included 271 children (139 boys, 132 girls) ranging in age from 5.6 to 10.6 years. The mean age was 8.1 years. A variety of questionnaires were given to parents for completion. These measurements included - the Child Behavior Checklist (CBC), the Survey Form of the Vineland Adaptive Behavior Scales, the Family Environment Scale, and a questionnaire asking demographic and individual child data. Measurements administered to the children included the Piers-Harris Self-Concept Scale, and a friendship report questionnaire.

The results of the study found no significant differences between child viewpoints and sex of the subjects. The correlation between sex and any of the factors was

insignificant. However, there was a significant correlation between thinking of oneself as different and diminished self-esteem. Particularly in the area of friendships, the results proved most interesting. Children who saw themselves as different more often reported that they had too few friends, and that being smart made it harder to make friends. Also, children who saw themselves as different reported that their friends were older or younger than themselves, and that they rarely played with other children. These results are consistent with the previous literature, suggesting that conceptualizing oneself as being different from other children may be felt more negative than positive. The implications of this research on peer relations and the gifted child could be most valuable in providing counseling insight to students in that particular situation.

Kaiser, C.F., & Berndt, D.J. -- Predictors of loneliness in the gifted adolescent.

Adolescence is a time of marked psychological and physiological changes that may accentuate loneliness. Little research regarding the relationship between the gifted adolescent and loneliness has been undertaken. Thus, the current study addressed which facets of loneliness, if any, did relate to the gifted adolescent population.

The subjects for the study were 175 junior and senior high school students (85 males, 90 females). Participants ranked at or above the top 5% of their class, and scored at or above the 95th percentile on standardized achievement tests. All of them had been identified by thier schools as gifted.

The subjects were administered the following measures - the Young Loneliness Inventory, the Novaco Anger Inventory, the Dimensions of Anger Reactions, the short form of the Multiscore Depression Inventory (SMDI), and the Coddington adolescent adaption of the Holmes and Rake Schedule of Recent Events (SRE) stress measure.

The results of the study indicated that the majority of gifted adolescents are exceptionally well adjusted. However, nearly one in eight of the gifted subjects reported significant loneliness and depression and anger. A pattern of depression, together with high stress, could indicate possible success depression. Fortunately, the problems of loneliness and depression in the gifted adolescent do not appear to be highly

prevalant; however, the guidance counselor and administrator must be aware that some cases do exist, and school personnel should be prepared to assist these students if and when the need arises.

Kerr, B., Colangelo, N., & Gaeth, J. -- Gifted adolescents' attitudes toward their giftedness.

Recent research in the area of gifted students' feelings towards themsleves has found that, while gifted youngsters felt positively about being labeled gifted, they perceived non-gifted peers and teachers as holding negative attitudes towards them. However, further studies have revealed that a neutral rather than a negative attitude is held by both peers and teachers towards their giftedness. Also, parents and siblings of gifted children were found to be much more positive about their child's giftedness, than those students had themselves perceived was the case.

Based upon these previous empirical results, one would think that the negative social effects of giftedness would be more pronounced in adolescence - a time when young people are highly sensitive to evaluations by others. Hence, this study was performend to determine the attitudes of gifted adolescents as they relate to personal, academic, and social concerns.

One hundred eighty-four students (81 males, 103 females) participated in this research study. All students selected ranked in the upper 5% of their class, and scored at or above the 90th percentile on their most recent standardized achievement test. The instrument used in the study was the Attitude Toward Giftedness (ATG) questionnaire, as developed by Deeds. Each student was given 20 minutes to complete the five-item questionnaire.

Results were analyized within the five areas measured by the Attitude Toward Giftedness questionnaire. Responses to the first item, "the meaning of giftedness", indicated that the students viewed giftedness more in terms of performance, than as a trait. Hence, giftedness was not seen by the students as a talent, but as a quality requiring much effort and application.

The results of the second item, "advantages of being gifted", showed that 37% of the students felt the best thing about being gifted were the academic rewards, 33% felt the best thing was their personal enhancement, and 29% felt the best aspect of being gifted was the social experiences associated with their giftedness.

In the third category, "disadvantages of being gifted". 90% of the subjects felt that negative social experiences created by their giftedness was the greateat disadvantage. Five percent responded as ranking academic disadvantages as greatest, while the remaining 5% ranked personal disadvantages as the highest "problem". Within this category it is interesting to note that of those subjects questioned - females viewed the social aspects more negative than the males.

Category four, "affirmation of giftedness", indicated that 91% of the subjects recognized their gifted label as "accurate", whereas only 9% felt it was a label incorrectly placed upon them.

The fifth and final area, "effects of the gifted label", was studied in two dimensions. In regard to the self, 79%

viewed it as positive, 2% as negative, and 19% had a neutral opinion. Regarding the overall effect of their giftedness on others - 5% viewed it as positive, 43% as negative, and 52% as neutral. The results indicate that giftedness is a positive quality in one's own life, but that the perceived impact on others is negative or ambigious.

The results of this research study indicate that the perception of gifted adolescents regarding their own giftedness is not a simple phenomeneon. Their perceptions vary greatly depending on how the issue is viewed. The effects of the gifted label on adolescents indicate a struggle with contradictorry feelings. While they appreciate their academic abilities, they are concerned about the social stigma these abilities may create. Hence, the role of the counselor is vital in providing coping strategies in these identified areas as they relate to the gifted student.

Loeb, R.C., & Jay, G. -- Self-concept in gifted children: differential impact in boys and girls.

The authors of this research article indicate in their introductory comments that much research has been performend in recent years regarding the cognitive aspects of the gifted child, but little exploration has occurred in the affective and psycho-social domains of the gifted and talented. However, out of all the affective areas previously considered, the notion of self-concept has been most studied, probably due to its use as a personality descriptor. Recent research has proven inconclusive regarding the interaction of self-concept and the gifted student. Some studies have found gifted students to possess a higher self-concept than non-gifted students. Other studies have resulted in the reverse of that theory, and yet others have found no correlation between the two factors.

In this experiment, 125 gifted children (60 males, 65 females) enrolled in grades four through six were selected based on their aptitude, achievement test scores, and teacher recommendations. To counter-balance the study 102 non-gifted students (46 males, 56 females) were selected from the regular classes in the same participating schools (control group).

Each child took part in receiving two group tests - a shortened form of the Nowicke-Strickland Children's Locus of Control Scale, and the Piers-Harris Children's Self-Concept Scale. The subjects were then individually tested by use of a Q-sort task to provide a measure of self-satisfaction.

Personality and behavioral information was also provided to the examiners by mothers and teachers.

In considering the results of the study, the teachers of the gifted students generally rated them as having fewer problems in almost all areas than did the teachers of the non-gifted students. Fewer differences between gifted and control subjects were reported by mothers than by teachers, but the pattern was consistent. Upon analysis of the group test results, no significant effects on the measures of self-concept, locus of control, or satisfaction with self were found between the gifted and non-gifted students. However, due to stratification of the results by sex, gifted girls proved to have higher self-concept than non-gifted girls. There were no such differences for boys. The gifted girls also showed a more internal locus of control than non-gifted girls. Again, this was not the case for the two groups of boys.

In conclusion, the evidence of this research indicates a need for the counselor to be aware of the self-concept differences between pre-adolescent boys and girls. While substantial differences were not found between gifted and non-gifted children at this age level, differences were found between gifted girls and boys. The notion of giftedness seems to "suit" girls at this age, while the idea of academic and intellectual advancement in boys at this level seems not to be a "cool" characteristic to possess. With this background knowledge based on empirical data, the elementary/middle school guidance counselor can better assist gifted students of both

sexes in their academic and social endeavors.

Roth, H., & Nicholson, C. -- Earliest school recollections as a diagnostic device for identifying gifted and talented students with social adjustment problems at school.

An investigation conducted in 1985 by the senior author of this article (H. Roth) supported the usefulness of earliest school recollections as a diagnostic tool capable of assessing the social adjustment problems of gifted and talented students. He developed three types of behavioral patterns which he found specific to gifted and talented students with social adjustment problems. The first pattern - "disapproval" - described students who felt socially isolated due to their giftedness. The second pattern - "entitlement" - described students who overestimated their self-importance and viewed their giftedness as justicication for special privileges. The final area - "unmet expectations" - described students who became discouraged because of their conviction that they could never live-up to the high expectations of themselves or others.

The purpose of the current study was to examine the validity of the aforementioned behavioral patterns. One advantage to having a valid system for classifying gifted and talented students would be to use the information to help anticipate school-related problems.

Subjects for the study were 25 elementary age gifted and talented students who had been referred to a school counseling group for demonstrating social adjustment problems. Based upon a personal interview with each student's teacher, the

investigators classified each student into one of the three behavioral patterns. Then, during class the students were asked to write down the earliest school experience that they could possibly remember. The student essays were classified into one of the three areas.

Although the sample size was small, the data indicate that the classification system used in this research was capable of differentiating between different types of socially-problemed gifted and talented students. Used in conjunction with other devices, the classification system could provide additional useful information for investigating the social adjustment problems of gifted and talented students.

(Bingaman's Note) -- Upon reading this article and seeing "Duke University" listed under the name of Henry Roth, I am a bit more understanding to this research. Duke University is particularly known for its psychoanalytic counseling methods used at its University Hospital. While the concept presented in this article is quite Freudian, I seriously question its usefulness in the schools. For those who subscribe to the notion that all child development occurs between birth and the age of six, as Sigmund Freud did, it is understandable to see where this study has its roots. However, I personally find it quite difficult to identify social adjustment problems in 8 to 11 year-old gifted and talented students, by relying on data recollected by them when they were five years old.)

Buescher, T.M. -- Counseling gifted adolescents: a curriculum model for students, parents, and professionals.

Since the inception of school guidance programs, counselors have attempted to assist students in coping with problems related to both their school and everyday life. However, many times counselors in the schools find their work as intervening with a problem, rather than having attempted to prevent it. In establishing guidance programs for the gifted, it is desirable for the counseling to indeed be proactive, as opposed to reactive. Counselors should consider the conflict sometimes felt by gifted students as signigicant others "push" them to excel, while their peers "pull" them to be "one of the crowd". While crisis situations surely will occur and must be handled, the ideal gifted guidance program should focus on problem solving and counseling techniques in stages previous to a serious situation.

Just as an individual must become familiar to concepts and information regarding a particular subject, the curriculum explained in this article is intended to help the student know himself. A three step process to self-perception is suggested - perceiving, ideating, and presenting. By combining this three-step process with four major topics which focus the counseling curriculum, one can truly begin to know himself. The four major topics include - adolescent growth and development, identity and adjustment, changes in relationships, and career paths. By using several or all of these areas,

processes such as - an overview of the adolescent period, young people's own experiences and responses to being gifted, and descriptions of changes that occur in relationships between adolescents and their families and friends - can serve as topics for individual, group, and/or class gifted-guidance sessions.

The proactive approach of the counseling curriculum not only encourages accurate insight into one's own development and adjustment, but it emphasizes the important role empathetic adults must serve during the adolescent passage. While highly theoretical in nature, many aspects of this proposed counseling curriculum could effectively be used to enhance not only the gifted program, but the counseling needs of all students in any school.

Delisle, J. -- Striking out: suicide and the gifted adolescent.

Second only to accidental death, suicide claims 5,000 children and adolescent lives per year at the rate of 13 per day. The emotional and social developments of gifted teens often lags behind their academic abilities. Thus, the child who performs capably in the classroom may be extremely immature from both a social and emotional perspective. Many times this "gap" is ignored by parents, teachers, and friends. Sometimes the gifted child feels as though he is in an "emotional limbo" between being a child and being an adult. The ramifications of this intellectual-emotional conflict can lead to isolation, loneliness, depression, and possibly an eventual tragedy.

Frequently coupled with emotional isolation is the gifted teen's fear of intellectual imperfection, in essence, fear of failure. When studying suicide among gifted students, one finds this internal pressure toward perfection to be the most common reason for fulfilling that wish to die. Many times this fear of failure is due to pressure exerted by the home and/or the school.

The author recommends the following steps in dealing with adolescent suicide among gifted students - provide respect for the child and who he is, not who we want him to be; provide awareness of the needs and differences of being gifted; provide tolerance of the need for the gifted child to be a "real kid"; and provide participation in events which may socially and

emotionally assist in bridging the gaps between those areas and the gifted students' intellectual abilities. Only by recognizing the warning signs of suicide and by correcting both the home and school situation of the child in danger, will we as counselors or administrators be able to solve this most-devastating of school problems.

Fatouros,C. -- Early identification of gifted children is crucial ... but how should we go about it?

Only in recent years has the identification of gifted students in the primary grades or at the preschool level taken place. The notion of waiting until a child reaches age 8 to attempt to identify giftedness has created concern that the mental resources of these students at an early age are not being used. A major factor hampering preschool and primary grade gifted identification is the difficulty of an accurate assessment. Assessment techniques for young children are the topic of this article.

An underlying premise in identifying giftedness in young children is that we have to rely on early indicators of giftedness rather than actual accomplishments. Also, giftedness is not directly observable. It must be inferred from observing the behavior of individuals either in natural or laboratory situations. To complicate matters, the behavior of young children is less stable and consistent than that of older children.

Despite all the difficulties encountered in early identification, it is vital to these pupils that they be identified as early as possible. Several current menthods of identification include - "the traditional method", whereby the administration of first a group, then an individual intelligence test is used to determine giftedness; "the case study method", includes gathering information from testing

experiences, teacher ratings, parent conferences, and student self-ratings. In a research study cited in the article, the case study method of assessment correctly identified 92% of the students in that study, wheras the traditional method only correctly identified 79% of the cases in question.

Two alternative methods to effective identification of young gifted children are presented by the author. One is the behavioral identification model whereby giftedness is assessed by use of the Behavioral Identification of Giftedness Questionnaire (BIG). Another recently proposed alternative method measures the electrocortical response of a surprised brain to that of a prepaired brain. (The developers of this measure claim to have found a correlation between brain state and intelligence.) The test is called the Quantitative Electrophysiological Battery (QB) which is claimed to present a more accurate picture of learning than a battery of traditional tests. Hopefully, more studies will continue in the future to determine additional measurements which can prove effective in assessing giftedness in young children.

Kendig, K. -- Underachievement and self-concept.

Despite the many individual differences that have been observed in the underachieving gifted student, a commonality to all is their potential to perform in a superior manner. For a variety of reasons - family attitudes, a lack of appropriate educational provisions, gaps in academic skills, and unwillingness to conform, to name a few - these students are not achieving at their appropriate intellectual level.

In order to combat the poor self-concept and underachievement problems found in these special gifted students, the author recommends a variety of techniques which can be incorporated as part of the gifted instructional program. One method of attempting to establish a helping rapport between teachers and students is through a "thought paper and individual conference" program. By use of this method, the class is divided so that half the class is involved in creative writing techniques, while the other half has a chance to meet and discuss concerns and/or problems individually with the teacher.

Another method discussed is that of class meetings whereby the teacher can serve as a facilitator for the class to involve itself in group problem-solving activities. It is suggested that students take turns running these class meetings, in order to give a variety of students the opportunity to serve as leaders. Often the building of trusting relationships between

teachers and students, and between student's peers can cause a child to change his own inappropriate behavior. However, many of these techniques are long-term in scope, and disruptive classroom behaviors (frequently caused by underachievers) demand immediate attention.

One method for modifying disruptive behaviors is by contracting. By devising a system of "gives and takes" the problem student is rewarded for appropriate behavior, and attempts are made to extinguish behavior which is inappropriate.

Many times allowing underachievers to work on an independent project in an area of interest to them will provide a positive diversion to their current problems in the classroom, and will provide a forum in which the student can excel.

In attempting to combat the dilemma of underachievement in the gifted classroom, the notion of improving self-concept is a step in the right direction towards solving the problem. With the incorporation of some of the techniques and suggestions found in this article, both gifted teachers and counselors can attempt to reverse the underachievers perspectives and actions as relative to the academic classroom.

Marris, M. -- Gifted children: a family matter.

This article, addressed particularly to parents of gifted children, discusses the need for nuturing and support of a family's gifted son or daughter, as well as specific areas in which the family can assist in both the cognitive and emotional development of its gifted child.

The first area the author investigates is the situation which may occur in a family as a result of the needs of the family conflicting with the needs of the gifted student. As a special member of the family, it can become very easy for the family to regard their gifted child in an overly demanding way, at the expense of other siblings; or to treat the child in an isolated manner as one who "just doesn't seem to fit in". It is important for parents to balance their demands and rewards of their gifted child with that of their entire family, so as not to allienate or elevate the child due to his special qualities.

The second area of consideration - personal development versus special development - cautions parents to nuture and encourage the child not just in areas of academic and intellectual stimulation, but in affective and social domains as well. In order to prevent a child from becoming a "nerd" or a "bookworm", the responsibility for the social and emotional interactions of the child needs to have its roots within the child's family.

The third and final area discussed is the uniqueness of the gifted child. It is important for family members to keep in mind that their child's giftedness will be both a help and a hinderance throughout their lives. By acknowledging the fact that one's gifted child is special, and discussing this with the child will allow an openness in communication between family members and gifted children. However, the recognition of uniqueness needs to be approached in both an empathetic and supportive method.

In helping gifted students learn in an "intelligently average" society, the family can provide a most important role in assisting with the emotional and social needs of the child. Through a partnership between school and family, these areas can best be addressed to the benefit of the gifted individual.

McMann, N., & Oliver, R. -- Problems in families with gifted children: implications for counselors.

As research has continued to examine the numerous problems which face gifted individuals, these problems seem to cluster around three basic areas - perceptions of others, self-perceptions, and personality traits/external factors.

When considering the first of these three areas, perceptions of others, gifted children must contend with the double messages sent out by their teachers, family members, and peers. On one hand, giftedness brings with it messages of applause, reward, and admiration. On the other hand, these messages are sometimes tinged with jealousy, envy, and resentment.

In looking at the second area, self-perception, gifted children may at times feel guilty about their talents. This can be exhibited in either rude and obnoxious, or secretive and withdrawn behavior. They may begin to perceive more differences than commonalities with their peers, which may lead to social alienation.

The third and final area is related to the high expectations of others (personality traits/external factors). A common perception of the gifted child is that they must perform well at everything at all times in order to "live-up" to their label. Thus a fear of failure can manifest itself very easily within the gifted child.

One means of beginning to counsel the family of the gifted

child is to eliminate the many myths associated with gifted children. This would include dispelling the idea that a child's giftedness needs to be emphasized above everything else. Instead, the notion of total development of the child should be conveyed to the family. A second myth to alleviate would be that a gifted child needs to be constantly challenged and/or disciplined more than other children. Instead, cultivation of intrinsic motivation to develop a child's giftedness will prove to be a far more successful method.

Upon educating the family in regards to the needs and traits of the gifted child, and dispelling the myths frequently associated (incorrectly) with giftedness, one can then begin to use a variety of family therapy techniques such as reframing family perception, renegotiating imbalances, and exploring internal hierarchical structures in progressing the counseling program.

Prevost, F.J. -- Are we accelerating able students out of mathematics?

Upon review of empirical data, only half of the students who take algebra as eighth graders continue their study of mathematics throughout all four years of high school. These students who fail to continue beyond the sophomore year usually drop out of mathematics because their grades in math are far below their grades in other subjects, despite the fact that they were the highest achieving students in sixth and seventh grades. Based on these and other startling statistics, it is the opinion of the author that the teaching of algebra to eighth graders is counterproductive, and a system of enriched mathematics courses would prove much more effective.

While not oppossed to the incorporation of basic algebra into the eighth grade mathematics curriculum, the author feels that in most schools eighth grade algebra means teaching a ninth grade course a year earlier. A much more effective means would be to combine the basic concepts of high school algebra with those arithmetic skills which need to be taught in the eighth grade. By using the eighth grade year as a bridge between these two areas of mathematics, one would positively speculate that both interest and achievement in mathematics at the high school level will increase.

SUMMARY AND CONCLUSIONS

The job of the school guidance counselor is an awesome responsibility. Despite the age level of students, building structure, or community design, the guidance counselor is regarded as the major professional in the school to serve the needs of the students. Yet, as a member of the teaching faculty, a counselor is a partner in the learning processes of these students. As a facilitator in the administrative and curricular processes of the school, the counselor's interactions with the principal and administrative staff are equally important.

While attempting to define his role in relationship to student contingencies within the school he serves, the counselor must also effectively provide and compensate for the age level needs of the students within his jurisdiction. Unlike the importance of career development and scheduling, which are frequently found to be the role of the guidance counselor in the secondary school, the elementary/middle school counselor needs to concentrate on the developmental needs of the child.

A knowledge of developmental theories such as those of Freud, Erikson, and Piaget, combined with the practical implementation of those theories through classroom, group, and individual counseling are all an integral part of the

elementary/middle school guidance program. The ability to counsel different types of students as related to cognitive, affective, intellectual, and social abilities and interests is of utmost importance to truly addressing and assisting students in understanding their uniqueness as an individual.

As evidenced by this paper, the social and emotional needs of gifted and talented students is a population most deserving of the counselor's time and efforts. It is very easy for a counselor to become "wrapped-up" in the problems and dilemmas of the educationally handicapped population within a school. While these students certainly are most deserving of the services a guidance department can provide, the use of the guidance staff for these students should not dominate the counselors schedule at the expense of the gifted and average student populations.

Gifted students have many problems in attempting to understand and cope with their talents. Self-concept, family dynamics, peer relations, loneliness, self-perception, social adjustment, suicide, and underachievement were just a few of the problem areas examined in this paper which many gifted children face on a regular basis.

The gifted program of a school requires the guidance counselor to react to it in all domains that the guidance department has available. By providing means of intelligence and achievement screenings, and referrals to school psychologists for more empirical data collection, the guidance counselor is actively involved in the assessment and placement process of the gifted child. As a practitioner and consumer of

research, the effective counselor is continually looking at the literature as it relates to gifted children in order to enhance his knowledge of that population. Finally, through his most important function, the guidance counselor is well-trained and able to provide proactive and developmental counseling to the gifted child, as well as reactive and crisis counseling to that student if and when the need arises.

Finally, by serving as a laison to teachers, administrators, and parents, the guidance counselor can help these people empathize and understand the needs of gifted children in their classrooms, schools, or families. While at times frustrating, and at other times rewarding, the elementary/middle school guidance counselor plays an intergral part in the molding and development of the gifted child, one of our most unique student populations.